

ARNSIDE NATIONAL SCHOOL CURRICULUM STATEMENT: Writing

SCHOOL VALUES	OFSTED	CURRICULUM VISION	INTENT What are the endpoints we want the learners to reach? In your subject what are the key concepts students need to understand?	IMPLEMENTATION How is your curriculum delivered & sequenced to build on prior understanding, ensuring access for all learners?	IMPACT How the curriculum evaluated and what knowledge and skills have learners gained against expectations?
<p>Happy, healthy and secure</p>	<p>“The provider has high expectations for learners’ behaviour and conduct...”</p> <p>“Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.”</p> <p>“The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interest and talents.”</p>	<p>At Arnside National School, our mission is to enable children to Believe, Aspire and Achieve; English is fundamental in reaching this goal. We believe that English underpins everything we learn. It is integral to accessing and succeeding in the curriculum and the wider world, through speaking and listening, reading and writing.</p> <p>We want our children to be able to harness the power of the spoken and written word and use it effectively. Through carefully planned learning opportunities, we teach children to express themselves imaginatively and to communicate with others in a variety of situations, both formal and informal. In doing this we hope that children will begin to develop a love of language in all its forms. We foster a love of reading through engaging texts which spark interesting and creative writing opportunities. We use these writing opportunities to teach the more technical components of spelling, handwriting, punctuation and grammar. Through our teaching we want children to become fluent readers, good listeners and inspiring writers but most of all we want our children to have a voice to express themselves in the world.</p>	<ul style="list-style-type: none"> • The children enjoy writing and have the skills to be able to express themselves and communicate effectively in their writing. • Children can communicate in ways that enable them to express their thoughts and opinions 	<ul style="list-style-type: none"> • Children are taught from the start that they can express themselves through writing, from mark-making with meaning in EYFS to writing poetry, letters and diaries. • Children are taught that the correct use of grammar & spelling can help them to communicate more effectively, avoiding ambiguity and confusion. • Individual Targets are used to enable children to work at their own pace, feeling safe and secure in order to take risks • Writing environments are quiet and well-managed to ensure all children can concentrate. 	<ul style="list-style-type: none"> • Children in general enjoy writing for purpose and for different audiences. • They feel safe to take risks and to address targets set • On learning walks it is evident that there is a quiet, working environment across the school to enable all children to work in a focussed and thoughtful way.
<p>Independent and confident</p>	<p>“A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.”</p> <p>“At each stage of education, the provider prepares learners for future success in their next steps.”</p> <p>“Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.”</p>	<p>At Arnside National School, our mission is to enable children to Believe, Aspire and Achieve; English is fundamental in reaching this goal. We believe that English underpins everything we learn. It is integral to accessing and succeeding in the curriculum and the wider world, through speaking and listening, reading and writing.</p> <p>We want our children to be able to harness the power of the spoken and written word and use it effectively. Through carefully planned learning opportunities, we teach children to express themselves imaginatively and to communicate with others in a variety of situations, both formal and informal. In doing this we hope that children will begin to develop a love of language in all its forms. We foster a love of reading through engaging texts which spark interesting and creative writing opportunities. We use these writing opportunities to teach the more technical components of spelling, handwriting, punctuation and grammar. Through our teaching we want children to become fluent readers, good listeners and inspiring writers but most of all we want our children to have a voice to express themselves in the world.</p>	<ul style="list-style-type: none"> • Children can write and choose to write independently and with confidence in a wide variety of forms and genres. • Children can write neatly, with correct grammar and spelling so that they can communicate effectively in this medium. 	<ul style="list-style-type: none"> • Children get to use different tools to write (computer, pencils, pens, chalk, magnetic letters) • Children are taught to write fluently, with a joined, cursive script when ready, from Y2 onwards • They are shown examples of good quality writing to support their own development. • Grammar is integrated into writing lessons, linked to learning objectives. • Grammar cards are used in KS1 to support grammar. • A working wall is updated with each unit to enable children to work independently towards a goal. • Writing is supported and scaffolded so that children can make progress, increasing their independence as they move up the school. • From Y1, children are taught to use wordbooks, dictionaries, thesauruses and online support to help with their vocabulary and spelling to enable them to be more independent in their writing. • Marking with clouds (successes) and building bricks (areas to develop) enable the children to make progress independently. • Purple Mash Spellings and Twinkl spellings are used with independent spelling journeys to improve the children’s spelling and vocabulary. • In KS1, Spelling is matched to the child’s phonics phase, with common exception words added from Phase 3. Children are given bookmarks with words that match their phonics phase progression (Twinkl). • Spelling is a focus with every class explicitly teaching spelling in at least a lesson a week, following Twinkl for 	<ul style="list-style-type: none"> • Excellent SATs results in KS1 and 2 • Higher than average GD in both stages • Children in EYFS choose to write independently and some are able to write in sentences. • Spelling has been a focus for development in the school and standards have improved. • Writing is assessed each half term, with profiles being kept by the teacher – this is scrutinised by the coordinator termly. • Working walls (areas in EYFS) are evident around the school – some need more regular updates.

				<p>activities that reinforce the statutory spellings.</p> <ul style="list-style-type: none"> • Every child is assessed in their writing each half term to create a profile of their finished, published work. This leads to the development of individual targets, which the children can use to aid their development. 	
Caring and respectful	<p>“The curriculum and the provider’s wider work support learners to develop their character – including resilience, confidence and independence – and help them know how to keep physically and mentally healthy.”</p> <p>“The provider provides learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society.”</p>		<ul style="list-style-type: none"> • Children can adapt their use of language to write for a variety of reasons for different audiences. • They can use formal and informal language appropriately. • Writing is fit for purpose and appropriate for the audience. 	<ul style="list-style-type: none"> • Children are taught to use different language for different purposes so that they can write appropriately for a variety of situations and audiences: report writing, informal/formal letter writing, completing forms, writing to persuade and to make a difference, instructions and explanations, stories and poetry. • Children write letters of thanks to those who have helped and encouraged them. • They write prayers for use in collective worship. • They write poems and stories inspired by their local surroundings. • They write persuasive texts to make a difference: 20’s Plenty, environmental letters and posters to remind people to recycle, explanation texts and instructions to tell people how to eat healthily or to play games. 	<ul style="list-style-type: none"> • Children can write for purpose and can adapt their writing to suit different audiences.
Inspired and excited to learn	<p>“Leaders take on or construct a curriculum that is ambitious and designed to give all learners, the knowledge and cultural capital they need to succeed in life.”</p> <p>“Learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.”</p> <p>“Teachers create an environment that allows learners to focus on learning.”</p>		<ul style="list-style-type: none"> • Children see writing in order to express themselves. • Children enjoy writing in class and at home. • Children write fluently, in a neat style that is legible and effective. 	<ul style="list-style-type: none"> • Lessons are well planned & structured, with exciting and stimulating activities so that children have a clear purpose and audience for their writing Children are taught to take pride in their writing across all subjects. • They are taught to edit and improve their writing to make it as clear and as good as it can be – a final published draft is then presented when appropriate. • Children are taught to use high-level vocabulary, which they use regularly in their writing. • At least one lesson per week, per class is dedicated to handwriting practice. • They produce illustrated texts to publish or to be displayed (in class, County Show, poetry books, etc) 	<ul style="list-style-type: none"> • Handwriting is a focus in the school and the fluency and neatness of the cursive script is improving. • Every class has examples of children’s work on the walls.
Part of a team or family	<p>“Relationships among learners and staff reflect a positive and respectful culture.”</p> <p>“Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.”</p> <p>“The provider has a culture of safeguarding...”</p>		<ul style="list-style-type: none"> • Children use their writing to make a difference in the local community or to address social/environmental issues – they can use writing as a tool to persuade. 	<ul style="list-style-type: none"> • We have a twin school in Senegal so we write in French in Y6 to communicate with the children there. • We write class and playground rules to enable everyone to work and play well together. • We write minutes and notes for School Council meetings to make a difference to the way the school is run. • We write persuasive texts to make a difference in the community (school, local, world). 	<ul style="list-style-type: none"> • Children write with confidence and conviction when given a purpose. • Evidence of this is around the school.